

Editorial

Facilitating the development of researchers at the early stages of their career is important. It is especially important for Early Career Researchers in education, as researchers are generally individually engaged with their project. During this engagement, appropriate facilitation enables them to place their individual projects in the wider research area, interact with peers and experienced researchers, gain critical feedback about their work and provide feedback on others' work. This Kaleidoscope Special Issue (KSI) represents the facilitation role performed by two academic units: the Kaleidoscope conference held at the Faculty of Education, University of Cambridge and the Educate~ journal hosted by the Doctoral School at the Institute of Education (IOE), London with the common interest of supporting early career researcher development.

The collaboration between Kaleidoscope and Educate~ is much required because, after all, they have so much in common. Besides facilitating early career researcher development, there is the common interest of reaching out to the wider student researcher community. The Kaleidoscope 2009 Organizing Committee has been successful in attracting students from 18 universities from UK and abroad. Educate~ has conducted workshops on academic writing, reviewing and editing in Cambridge and various other universities. There are also common best practices such as providing feedback from esteemed academic staff at Cambridge and IOE.

The KSI highlights how both Educate~ and Kaleidoscope embrace diversities while facilitating early career education researcher development. Papers and conference abstracts in this issue reflect the diverse interests of researchers. These interests include arts in education, international and comparative education, science technology and mathematics education, social and inclusive education, language education, educational reform and policy-making, psychology and neuroscience in education, educational leadership and educational methodologies. Papers and conference abstracts also reflect the diversity of locations where reported research is being, or has been, performed. Some of the countries are China, Korea, Africa, Hong Kong, Japan, Kenya, Cyprus, Bangladesh, United States of America, Saudi Arabia, Brazil, Pakistan and the United Kingdom.

In this issue Foivi Antoniou explains that multiple case study design is best suited for her proposed research that explores children's aesthetic criteria in understanding drawings and appreciating art. Carla Finesilver explores drawing, modelling, colour and motion in students' solutions to a multiplicative 'story problem'. Iskra Núñez reviews use of cultural-historical activity theory in mathematics education. She critiques the existing uses of the theory and argues the need for considering a nested system rather than the commonly known triangular system and for studying contradictions in the activity system. Moses Orwe Onyango reports findings of his case study of a teacher training college in Kenya. He has explored the initial teacher preparation for HIV/AIDS awareness and teaching in primary schools. Christodoulos Tasouris reports his findings about how teacher's beliefs shape their choices and practices of ICT during classroom practice. Hazel Wright reflects on the methodological choices that she made for her research on adult students who enrol for childcare courses.

I have had the privilege of renewing the collaboration between Kaleidoscope and Educate~ after a gap of one year. This has been possible due to the willingness of Dr Richard Freeman in particular and rest of the Educate~ Editorial Board - Birendra Singh, Tim Neumann and Olympia Palikara. It has also been possible due to the vision of Peter Hasto, Chair of the Kaleidoscope 2009 Organising committee, Jennifer Saari, Chair of the Faculty of Education Research Students Association (FERSA) and the Organising

Committee members - Maria Mama, Michael Hast, Shirley Ong and Yi Feng. I am thankful to all reviewers from IOE and Cambridge for their feedback for the KSI papers. I hope this collaboration will continue for the benefit of early career researchers in various universities.

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